

# An Introduction to Year 2

## **The Scheme of Work for this year group aims to:**

- Provide a 10 -20 minute session of language learning, some of which may be repeated during the week
- Provide a wide variety of songs (in several languages) and activities to enthuse and excite children
- Provide the opportunity for children to work individually or collaboratively, through games, exploring patterns, playground activities, dance
- Give children the opportunity to watch their peers at home and abroad as they learn about playground games and traditional dances
- Make links with other areas of the curriculum through exploring the seaside at home and abroad
- Increase children's confidence in performing to an audience as they present mini role plays

## Year 2 Overview

Week	Theme	Key language
1	Action song	N/A
2	Enjoying a short story	I am
3	Recognising repeated language within a story	I am (happy, sad, tired)
4	Joining in with a story, using expression	What a pity! Well done! (French only; Spanish N/A)
5	Colours and patterns	Red, blue
6	Colours, turn taking	Red, blue, yellow, green
7	Colours, learning through play	Red, blue, yellow, green
8	Guessing the names of shapes; using knowledge of English to deduce meaning	(Receptive language: a blue circle, a red triangle, a yellow rectangle)
9	Creating a sports kit	Red, yellow, green, blue, white, black, and
10	Playground games around the world	One, two, three, four, five
11	A simple clapping game	N/A
12	Taking part in a playground game from Mexico or France	N/A
13	Christmas	N/A
14	Christmas	N/A
15	In the fruit shop	Orange, pear, banana, apple, kiwi
16	In the fruit shop	As above + How much is it?
17	In the fruit shop; recalling and re-using language in a new context	As above + revision of vocabulary from previous years: hello, please, thank you, yum yum, goodbye, numbers 1 to 5
18	In the fruit shop, working in groups	As above
19	In the fruit shop, presenting a mini role play	As above
20	Exploring dance; learning about traditional dances	N/A
21	Exploring dance; learn a simple dance	N/A
22	Performing a simple dance	N/A
23	Performing a simple dance	N/A

Week	Theme	Key language
24	The seaside, exploring physical and human features; making links between English and the foreign language	N/A
25	The seaside; comparing the coastline at home and abroad	Revisiting colours – red, yellow, green, blue, black, white, orange
26	The seaside; how a foreign resort has changed over the last century; enjoying a traditional song	N/A
27	Buying food at the seaside	Ice cream, coca cola, lemonade, orange juice
28	Buying food at the seaside; recalling and re-using language	As above + hello, please, how much is it, thank you, goodbye
29	Buying food at the seaside; presenting a mini role play	As above
30	A holiday song	N/A

**Week 1 – Year 2** French

<p><b>Theme:</b> Performing actions to a song.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Perform actions to a song following teacher’s example</li> <li>• Join in singing repeated words and phrases in a traditional song</li> </ul>	<p><b>Key language for children to produce:</b> N/A.</p> <p><b>Key language to support teachers:</b> N/A.</p>
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As a warm up activity after the summer holidays, play the song: ‘C’est la cloche du vieux manoir’. (It might be worth playing the song earlier in the week prior to the activity suggested below so that children are familiar with the tune.) As with all the songs, lyrics are provided if you would like to display them.



Explain what the song is about to the children and encourage them to suggest suitable actions.



Children sing the song and perform actions.

If desired, an Italian song could be used here instead with appropriate actions added:

*Oh che bel castello*

*Oh che bel castello marcondiro ndiro ndello,  
oh che bel castello marcondiro ndiro ndà*

Repeated 3 times



**Software resources**

Songs: *C’est la cloche du vieux manoir* (also CD 1 Track 20)  
*Oh che bel castello* (also CD 1 Track 42)

**Other resources:**

N/A.

**Week 1 – Year 2** Spanish

<p><b>Theme:</b> Performing actions to a song.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Perform actions to a song following teacher’s example</li> <li>• Join in singing repeated words and phrases in a traditional song</li> </ul>	<p><b>Key language for children to produce:</b> N/A.</p> <p><b>Key language to support teachers:</b> N/A.</p>
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**1** As a warm up activity after the summer holidays, play the song: ‘*Mi granja*’. (It might be worth playing the song earlier in the week prior to the activity suggested below so that children are familiar with the tune.) As with all the songs, lyrics are provided if you would like to display them.

**2** Explain what the song is about to the children. This is a lively song with lots of repetition and animal noises. Encourage the children to suggest suitable actions to accompany the song:  
 eg. *Venid amigos* – calling friends towards them  
*Ya* – punch the air  
*Animals* – actions to depict each animal

**3** Children sing the song and perform actions.

If desired, an Italian song could be used here instead with appropriate actions added:

*Oh che bel castello*

*Oh che bel castello marcondiro ndiro ndello,  
 oh che bel castello marcondiro ndiro ndà*

Repeated 3 times



**Software resources**

Songs: *Mi granja* (also CD 2 Track 21)  
*Oh che bel castello* (also CD 2 Track 41)

**Other resources:**

N/A.

**Week 2 – Year 2** French

**Theme:**

Enjoying stories.

**Objectives:**

- Look at a text in a foreign language and use prediction skills to work out what the next word might be
- Make appropriate actions as key words are read aloud

**Key language for children to produce:**

*je suis* – I am.

**Key language to support teachers:**

Story read aloud on software.

In Year 4 the children will look at zoo animals; some of the vocabulary that the children meet in the next three lessons will be useful preparation for this but it is not expected that they learn the names of all the animals introduced in the selected texts!

**1** Begin by showing the children five animal names – *une girafe, un éléphant, un tigre, un crocodile, un rhinocéros*. Ask the children to discuss in pairs what the animals might be. This can continue a discussion which began in Year 1 about how many words are quite similar across languages. Explain that while the words look like English, they are pronounced quite differently and say each one slowly for the children. The children could then practise saying them with you, perhaps to a rhythm.

**2** Introduce the children to a story book entitled: *Devine qui je suis*, by John Butler – Guess who I am. In this book the children will hear repeated language on each page and they have to guess which animal is hidden at the side of the page. A key phrase for the children to learn is '*je suis*' – 'I am'. Emphasise these words by adding an action for them. As you give the answer to the question on each page, point to yourself as you say '*je*' and lay the palms of your hands out in front of you as you say '*suis*'. Encourage the children to copy your actions.

**3** As you read the story for a second time, you could pause after the words '*je suis...*' and see if any of the children can predict which animal is coming next. They will find this easier with the animals whose names correspond to English! Continue to use the actions for '*je*' and '*suis*' and encourage the children to say these words with you.

**4** On third hearing of the story, you might add actions for the animals too.



**Software resources**

- Text card
- Sound file
- Images

**Other resources:**

Story book:  
*Devine qui je suis*  
by John Butler

**Week 2 – Year 2** Spanish

**Theme:**

Enjoying stories.

**Objectives:**

- Look at a text in a foreign language and use prediction skills to work out what the next word might be
- Make appropriate actions as key words are read aloud

**Key language for children to produce:**

soy – I am.

**Key language to support teachers:**

Story read aloud on software.

In Year 4 the children will look at zoo animals; some of the vocabulary that the children meet in the next three lessons will be useful preparation for this but it is not expected that they learn the names of all the animals introduced in the selected texts!

**1** Begin by showing the children five animal names – *una jirafa, un elefante, un tigre, un cocodrilo, un hipopótamo*. Ask the children to discuss in pairs what the animals might be. This can continue a discussion which began in Year 1 about how many words are quite similar across languages. Explain that while the words look like English, they are pronounced quite differently and say each one slowly for the children. The children could then practise saying them with you, perhaps to a rhythm.

**2** Introduce the children to a story entitled: *¿Quién soy?* – Who am I? In this story the children will hear repeated language on each page and they have to guess which animal is hidden at the side of the page. A key phrase for the children to learn is ‘soy’ – ‘I am’.\* Emphasise the word by adding an action. As you give the answer to the question on each page, point to yourself as you say ‘soy’. Encourage the children to copy your actions.

**3** As you read the story for a second time, you could pause after the word ‘soy’ and see if any of the children can predict which animal is coming next. They will find this easier with the animals whose names correspond to English! Continue to use the actions for ‘soy’ and encourage the children to say this word with you.

**4** On third hearing of the story, you might add actions for the animals too.

\* Information for teachers – In Spanish the personal pronoun ‘yo’ meaning ‘I’ is rarely used and so the one word ‘soy’ is equivalent to two words in English. Also, just for information, there are two ways of saying ‘I am’ in Spanish – *soy* (used to describe a permanent state, such as nationality) and *estoy* (which describes a temporary state, such as ‘I am angry’).



**Software resources**

Text card  
Sound file  
Images

**Other resources:**

N/A.

**Week 3 – Year 2** French

<p><b>Theme:</b> Repeated language within a story.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to a story and respond to key words or phrases with appropriate actions</li> <li>• Explore the effects of patterns of language and repeated words and phrases</li> </ul>	<p><b>Key language for children to produce:</b> <i>je suis</i> – I am</p> <p><b>Key language to support teachers:</b> <i>je suis fatigué</i> – I am tired <i>je suis content</i> – I am happy <i>je suis triste</i> – I am sad</p>
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**1** Remind the children of a key phrase, learned last week – *je suis* (I am) and use actions again as you say the phrase with the children.

**2** Pretend to yawn and say to the children: ‘Oh, *je suis fatigué!*’ If the children have covered Year 1 of the scheme, they might recall that *fatigué* means tired. Remind the children of some other words they have encountered for emotions – *triste* – sad and *content* – happy, using images of faces provided. You might then invite other adults in the room to volunteer how they are feeling using one of the following:

*je suis content/je suis contente* (feminine form)  
*je suis triste/je suis triste* (feminine form – no change)  
*je suis fatigué/je suis fatiguée* (feminine form – pronounced the same as masculine form)

Some children might like to volunteer how they feel too. Try to encourage the actions with the words *je* and *suis* as this will help the children to memorise these very useful words.

**3** Re-read the story introduced with the children last lesson, encouraging them to use the actions you decided upon for each animal.

**4** If time allows, you could explore with the children how the words and phrases are repeated on each page, to make it easier for the reader to guess what is coming next.



**Software resources**

Images of faces  
Sound file  
Text card

**Other resources:**

N/A.



**Week 3 – Year 2** Spanish

<p><b>Theme:</b> Repeated language within a story.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to a story and respond to key words or phrases with appropriate actions</li> <li>• Explore the effects of patterns of language and repeated words and phrases</li> </ul>	<p><b>Key language for children to produce:</b> soy – I am</p> <p><b>Key language to support teachers:</b> N/A.</p>
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- 1 Say slowly a list of some of the animals that appeared in the story last week, encouraging the children to guess their meaning in English.
- 2 Invite a volunteer to the front of the class to mime one of the animals. The children have to guess which animal and then try to work out with those around them what the name of the animal was in Spanish. Some names are much easier to recall than others and as the emphasis here is on enjoying a story, rather than learning all the animal names, you could hold up the text card for the animal and prompt the children to say the word with you.
- 3 Re-read the story introduced with the children last lesson, encouraging them to use the actions you decided upon for each animal.
- 4 If time allows, you could explore with the children how the words and phrases are repeated on each page, to make it easier for the reader to guess what is coming next.



**Software resources**

- Sound file
- Text card
- Images of animals

**Other resources:**

N/A.

**Week 4 – Year 2** French

**Theme:**

Joining in with a story, using expression.

**Objectives:**

- Listen attentively to a story and join in by responding to key words and phrases
- Join in saying repeated phrases with the appropriate expression
- Explore the use of the exclamation mark to add emphasis and expression

**Key language for children to produce:**

*Oh! Dommage!* – What a pity!  
*Bravo!* – Well done!

**Key language to support teachers:**

Story provided on software.



Introduce the children to the story book – ‘*Tout en haut*’, by Mario Ramos – ‘Right up high’ and explain to the children what the book is about. The animals are having a competition to see who can climb the rock and get to be the highest of all the animals. As they run to climb up the tree/rock they make funny noises as their feet hit the ground.



Read the book to the children, emphasising the repeated sections on each page – *Oh! Dommage. Bravo l’éléphant!* (Oh! Never mind. Well done elephant!). The book contains much repetition.



After the story, ask the children who actually ended up being the highest. The monkey thought he had won, but then he spotted the birds flying in the sky... You could then read the story again, encouraging the children to join in with you and to use appropriate expression as you say ‘*Oh! Dommage. Bravo le crocodile*’ etc.



After the children have enjoyed listening to the story and joining in with repeated phrases, you could have a discussion with them about how the exclamation mark helps the reader to add emphasis and expression.



If time allows, you could also have fun in this session with the sounds in the story made by the animals as they run along the ground.



Finally, the new phrases – *Dommage!* and *Bravo!* could be used by the teacher in their interaction with children throughout the week.



**Software resources**

Sound file

**Other resources:**

Story: *Tout en haut*  
by Mario Ramos

**Week 4 – Year 2** Spanish

<p><b>Theme:</b> Joining in with a story, using expression.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to a story and join in by responding to key words and phrases</li> <li>• Join in saying repeated phrases with the appropriate expression</li> <li>• Explore the use of the exclamation mark to add emphasis and expression</li> </ul>	<p><b>Key language for children to produce:</b> N/A.</p> <p><b>Key language to support teachers:</b> Story provided on software.</p>
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**1** Introduce the children to the story book – ‘*Alarma en la jungla*’, by John O’Leary. This is a colourful book in which six monkeys are playing in the jungle. They hear bizarre noises (represented in curious script so the sound software might be helpful here), and run away frightened. One monkey disappears each time as the book counts down from six to one, and the last remaining monkey decides on revenge. He builds a terrifying monster which scares away all the other animals who have scared the monkeys throughout the book.

**2** Read the book to the children, counting the monkeys as they appear on each page. You might choose to attempt to read the bizarre sounds yourself. Try to encourage the children on second hearing of the story to join in with the words: ¡ALARMA EN LA JUNGLA! These words occur repeatedly before a monkey runs away and disappears.

**3** After the children have enjoyed listening to the story and joining in with repeated phrases, you could have a discussion with them about how the exclamation mark helps the reader to add emphasis and expression. Did the children notice that in Spanish an upside down exclamation mark is used at the start of a sentence and one the right way up at the end? The same happens with a question mark. This is to help the reader to know how to say the phrase before they get to the end! This can be seen throughout the book before the repeated expression ¡*Alarma en la jungla!* Examples of expressions with this punctuation are provided.

**4** If time allows, you could also have fun in this session with some of the sounds in the story made by the animals as they approach the monkeys.



**Software resources**

- Sound file
- Text cards

**Other resources:**

Story:  
*Alarma en la jungla*  
by John O’Leary.